

### **Maslow's Hierarchy**

- P – Physiological & Biological
- S – Security & Safety
- L – Love & Belonging
- S – Self Esteem
- S – Self Actualization

### **Defense Mechanisms**

- D – Denial
- R – Repression
- F – Fantasy
- D – Displacement
- R – Rationalization
- C – Compensation
- P – Projection
- R – Reaction Formation

### **Characteristics of Learning**

- R – Results of Experience
- A – Active Process
- M – Multifaceted
- P – Purposeful

### **Domains**

- C – Cognitive
- A – Affective
- P – Psychomotor

### **Barriers of Effective Learning**

- C – Confusion between symbol & Object
- O – Overuse of abstractions
- I – Interference
- L – Lack of common experience

### **Higher Order of Thinking HOTS**

- H – Higher
- O – Order of
- T – Thinking

### **Cognitive Levels of Learning**

- K – Knowledge
- C – Comprehension
- A – Application
- A – Analysis
- S – Synthesis
- E – Evaluation

### **Teaching Process**

- P – Preparation
- P – Presentation
- A – Application
- R – Review and evaluation

### **Factors affecting Perception**

- S – Self-concept
- T – Time and opportunity
- E – Element of threat
- P – Physical organism
- G – Goals and values

### **Acquiring Knowledge**

- M – Memorization
- U – Understanding
- C – Concept learning

### **Laws of Learning**

- R – Readiness
- E – Effect
- E – Exercise
- P – Primacy
- I – Intensity
- R – Recency

### **Levels of Learning**

- R – Rote
- U – Understanding
- A – Application
- C – Correlation

### **Types of Practice**

- B – Blocked
- D – Deliberate
- R – Random

**Forgetting**

- F – Fading
- I – Interference
- R – Retrieval failure
- R – Repression
- S – Suppression

**Retention of Learning**

- F – Favorable Attitude
- L – Learning with all senses
- A – Association
- P – Praise
- M – Meaningful repetition
- M – Mnemonics

**Demonstration/Performance 90% / 10%**

- E – Explanation
- D – Demonstration
- S – Student Performance
- I – Instructor Supervision
- E – Evaluation

**Assessment**

- C – Comprehensiveness
- O – Objective
- D – Discrimination
- R – Reliability
- U – Usability
- V – Validity

**Motivation**

- M – Motivate
- A – Approach as individual
- C – Criticize constructively
- K – Keep students informed
- B – Be consistent
- A – Admit errors
- G – Give credit when due

**Effective Assessment**

- F – Flexible
- A – Acceptable
- S – Specific
- T – Thoughtful
- C – Comprehensive
- O – Organized
- C – Constructive
- O – Objective

**Types of Questions to Avoid**

- YES/NO
- P – Puzzle
- O – Oversize
- T – Toss up
- B – Bewilderment
- I – Irrelevant
- T – Trick question

**Instructor Responsibilities**

- P – Providing adequate instruction
- H – Helping students learn
- E – Emphasizing the positive
- E – Ensuring aviation safety
- D – Demanding adequate standards

**Professionalism/Instructor or Res.**

- S – Sincere
- A – Acceptance
- D – Demeanor
- P – Proper language
- P – Personal appearance

**Help them Learn**

- M – Make enjoyable
- U – Use Standards
- S – Share Objectives
- E – Ensure Safety